Preschool Promise Child Assessments Technical Report 2017 – 2018

Mary Fuhs University of Dayton September 2018



Project Team and Acknowledgments:

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For more information, please contact:

Mary Fuhs Assistant Professor of Psychology University of Dayton 300 College Park Ave. Dayton, OH 45469 Mfuhs1@udayton.edu

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Executive Summary

This report summarizes components of a program evaluation for Preschool Promise in Dayton, OH, and focuses on children's school readiness skills. Preschool Promise is designed to improve access to preschool for 4-year-old children and to improve the quality of preschool programs in which children enroll. Tuition assistance is available to all families of 4-year-olds to attend one year of preschool, and quality assistance money is provided to programs to improve their program quality. Quality improvement includes helping programs improve their Ohio Star Rating if they are not yet a 5-star program, offering professional learning communities and other training opportunities for teachers, offering classes to obtain a CDA certificate for teaching, offering professional coaching for teachers, as well as other targeted initiatives.

There were three primary goals for this study of the first year of full implementation for Preschool Promise: 1) Increase the sample size from which we attempt to gather individual child assessment information from around 200 children during the Demonstration Year, 2) Provide descriptive information about children's school readiness gains across the school year using a battery of assessments, and 3) Examine the associations between child- and classroom-level characteristics and children's school readiness skills to inform the focus and scope of practices implemented in future years of Preschool Promise. Results of evaluation work at the classroom and program level that are not linked to child outcomes are presented in a separate report.

Sample

We received 1285 parent consents for research. A subsample of these children was selected for individual child assessments (N = 669). The subsample was chosen to be representative of the various program types (community provider, public pre-k, and Head Start), geographic areas (Dayton and Kettering), and Ohio star ratings (unrated – 5 star) for programs Preschool Promise served. Children in the representative subsample attended 100 classrooms at 43 program sites. The average number of children consented in each classroom was 7 children, with a range from 1 to 19 children consented per classroom (average of 16 children consented per site; range 1 - 52).

Children's School Readiness Skills Gains

Final sample sizes for children with both fall and spring assessments after attrition ranged from 536 – 546 depending on the assessment. Compared to national norms, children entered their preschool year with skills that were below the national average for their ages. They made significant gains in their school readiness skills in all areas assessed: basic academic concepts, self-/social awareness, quantitative skills, and executive functioning skills.

Child and Classroom Characteristics Associated with Children's School Readiness Gains

Multilevel modeling was used to examine associations between child-level (demographics, attendance, participation in STAR attendance program) and classroom-level (classroom quality, fidelity to Conscious Discipline) characteristics and children's spring school readiness skills, controlling for fall skills. Several demographic variables were associated with children's school readiness skills. Children's fall scores were predictive of their spring scores on all assessments. Gender was associated with children's quantitative and executive function skills, with girls scoring higher. Race/ethnicity and family income were

also associated with executive function skills, with white children and children from higher-income families scoring higher. Children's attendance rates were also associated with their quantitative skills.

Two significant findings from this year's report are specifically related to targeted programs introduced by Preschool Promise in the 2017 – 2018 year. First, children who participated in the STAR attendance program, a financial incentive program for families to increase child attendance, had higher academic and self-/social awareness skills in the spring compared to children whose families were eligible for the STAR attendance program but did not participate. This was notable because the effects persisted even when controlling for demographic characteristics that might influence self-selection into the program. Second, we found significant associations between teachers' fidelity to Conscious Discipline, a socio-emotional program designed to improve the emotional climate of classrooms, in the classroom and children's spring executive functioning skills. Both the STAR attendance program and Conscious Discipline training are key areas of focus for Preschool Promise, and our evaluation lends support to continuing to focus on these elements of Preschool Promise in the upcoming school year.

Sample

There were 1285 preschoolers from Kettering and Dayton whose parents signed an informed consent for research purposes (out of about 1707 children who were eligible for both Preschool Promise and to participate in the research). Of those participants, we identified a representative subsample of 669 children to assess individually in the fall and spring. The subsample was selected at the site level to be representative of the total participating Preschool Promise sites by star rating (unrated – 5 star), program type (community providers, public pre-k, Head Start) and area (Dayton, Kettering) (see Table 1). All results reported in this technical report include information only about children in the subsample from whom we attempted to collect fall and spring child assessments, and classroom and site-level information is only presented when directly tied to children's assessments. A separate report contains results of classroom-, site-, and program-level outcomes not tied to child assessments.

Children were relatively evenly split among public pre-k, Head Start preschools, and community childcare providers. Percentage breakdowns by City and by Star Rating were similar to percentage breakdowns among all of the children involved in Preschool Promise. Children attended 100 classrooms at 43 program sites.

The average number of children consented in each classroom was 7 children, with a range from 1 to 19 children consented per classroom (average of 16 children consented per site; range 1 - 52). The primary reason we had low consent percentages in particular classrooms was that not all preschool programs have classrooms for only 4-year-olds, the target demographic of Preschool Promise. Therefore, in any given classroom, there may have only been a few children eligible for Preschool Promise if the classroom was a mixed-classroom including 3-year-olds. We recruited from classrooms regardless of how many 4-year-olds were participating in Preschool Promise because classroom quality initiatives were implemented classroom-wide.

Demographic information is presented in Table 2. There was a relatively equal number of male and female participants, and the sample was predominantly African-American. The majority of children's primary parent or guardian had some high school or a high school diploma as the highest level of education, and most families had incomes below \$25,000.

Breakdown of Sample by City								
Dieditae Will of Sample Sy eity	NI	Deveent						
	IN	Percent						
Dayton	576	86.1						
Kettering	93	13.9						
Total	669	100.0						
Breakdown of Sample by Prog	gram Type	·						
	Ν	Percent						
Community	246	36.8						
Head Start	139	20.8						
Public Pre-K (32 Kettering)	284	42.5						
Total	669	100.0						
Breakdown of Sample by Star	Rating							
	Ν	Percent						
0	32	4.8						
1	27	4.0						
2	41	6.1						
3	33	4.9						
4	64	9.6						
5	472	70.6						
Total	669	100.0						

Table 1. Recruited Sample Percentages by City, Program Type, and Ohio Star Ratings

Variable	Number	Percentage
Gender		
Male	343	51.3
Female	326	48.7
Race/Ethnicity		
White	236	35.3
African-American	357	53.4
Multi-Racial or Other	64	9.6
Missing	12	1.8
Parent Education		
High School Diploma (or some High School)	443	66.2
Some College	128	19.1
Bachelors	48	7.2
Graduate Degree	36	5.4
Missing	14	2.1
Family Income		
< \$25,000	453	67.7
\$25,001 - \$42,000	87	13.0
\$42,001 - \$60,000	17	2.5
\$60,001 - \$79,000	25	3.7
\$79,001 and up	54	8.1
Missing	33	4.9

Table 2. Demographic Information for Consented Sample

Child Assessments

Child Assessments Descriptions

<u>School Readiness Skills</u> - The Bracken-3rd Edition Receptive Basic Concept Scale (Bracken, 2006) is a standardized norm-referenced assessment of school readiness. It was chosen for this program evaluation primarily because: 1) it was already being used by Dayton Public Schools to measure children's school readiness skills, 2) it assesses a variety of basic skills in math and literacy/language domains, and 3) it is appropriate for research assistants to administer. The assessment is administered using a picture flipbook and asks children to choose the correct answer from a number of options. We included the School Readiness Composite (5 subtests), the Self-/Social Awareness subtest, and the Quantitative Skills subtest in our battery of assessments. Each of these subtests was converted to a scaled score for analyses. The scaled scores for the Bracken range from 1 - 20, with a mean of 10 and a standard deviation of 3.

School Readiness Composite - The school readiness composite score is a summary score of children's basic knowledge about colors, letters, numbers, sizes, and shapes.

Self-/Social Awareness Skills - This subtest of the Bracken is administered in a similar way to the school readiness composite but includes items relating to emotion, person-oriented, and sociological knowledge.

Quantitative Skills – This subtest of the Bracken is also administered in a similar way to the school readiness composite but includes items relating specifically to quantitative knowledge (e.g., part/whole relations, comparatives/superlatives, and multiples).

Executive Functioning Skills – The Minnesota Executive Function Scale (MEFS) (Carlson & Zelazo, 2014) is a standardized, norm-referenced assessment of executive functioning skills. It is administered via an iPad app and is designed as a card game in which children must sort cards based on changing rules (e.g., sort cards first based on color, then based on shape). The assessment is adaptive based on children's performance and is currently used in many preschools across the country, including locally.

Child Assessments Procedure

Children were assessed at their preschools in the fall (October – November) and spring (March – May) of their preschool year either in their classrooms or in a quiet area of the school. Certified assessors from the University of Dayton Development and Learning Lab conducted assessments. Assessors asked for verbal assent from each child before beginning the assessments and stopped if children requested to end the assessment at any point. Attempts were made to minimize distractions as much as possible. In the fall, consents were received on a rolling basis through November, which minimized the time available to return to preschools to assess children who were absent on a prior visit. In the spring, multiple days of assessment were scheduled to try to assess any child who was absent on a prior visit. This greatly minimized the number of children with missing data due to absences in the spring.

Research Questions

Child Assessments: Descriptive Statistics and Correlations

- 1. Attrition
- 2. Fall and spring child assessment scores and tests of change over time
- 3. Correlations among child assessments

Child-Level Primary Analyses

- 1. Are demographic variables (gender, age, race/ethnicity, family income, parental education) and attendance rates associated with children's spring school readiness skills, controlling for fall skills?
- 2. Is STAR attendance participation associated with children's spring school readiness skills, controlling for fall skills?

Classroom-Level Primary Analyses

- 1. Do children in classrooms with higher CLASS scores have better spring school readiness skills, controlling for fall skills?
- 2. Do children in classrooms in which teachers have higher Conscious Discipline fidelity scores have better school readiness skills, controlling for fall skills?
- 3. Do children in classrooms in which teachers participated in a professional learning community (PLC) have better school readiness skills compared to classrooms with teachers who did not participate?

A note on analytic models: It is important to consider the "nesting" or grouping of children within classrooms when conducting analyses of school readiness skills that could be influenced by a shared learning environment. Therefore, the nesting of children within classrooms was accounted for in all of our regression models (including both child-level and classroom-level models) using mixed models in SPSS, and program type was entered with two dummy codes as a fixed effect covariate.

Results

Child Assessments: Descriptive Statistics and Correlations

Attrition

Common to longitudinal studies involving individual child assessments, not all children completed full assessment batteries in both the fall and the spring. Reasons for missing data included 1) child refusal or decision to stop assessments after starting, 2) child absent from school on assessment days, 3) child unenrolled from preschool, and 4) child had special needs or was otherwise unable to complete assessments (e.g., English language learner with non-Spanish primary language). Only six children were English language learners with Spanish as their primary language, and their MEFS assessments were conducted in Spanish. Additionally, there were a few cases of missing data due to technical issues with MEFS iPad administration. There were 536 children with complete Bracken assessments in the fall and spring and 546 children with complete MEFS assessments in the fall and the spring. For all analyses presented in this report, complete cases were utilized, and as such, the sample size for each analysis varied depending on the particular outcome and set of covariates included in the model.

Status	Fall Bracken	Fall MEFS	Spring Bracken	Spring MEFS				
Completed	86.8%	88.8%	87.9%	89.5%				
Refusal or Partial Completion	3.8%	2.1%	1.6%	0.4%				
Absent	5.4%	7.6%	0.7%	0.9%				
Withdrawn	0.0%	0.0%	7.6%	7.6%				
Other (e,g, special needs, ELL non-Spanish)	3.9%	1.5%	2.1%	1.5%				

Table 3. Child Assessments Completed and Missing

Fall and Spring Child Assessments Summary

Fall and spring scores for child assessments are presented below in Table 4 and Figures 1 and 2. These results include all children who had both fall and spring assessments. Children made significant gains in their school readiness scores from fall to spring. Table 5 includes the correlations among all child assessments.

	N	М	SD	Mean Diff.	t	df	р	d
Bracken Fall SRC Scaled	543	8.43	3.04					
Bracken Spring SRC Scaled	543	9.86	3.19	1.43	12.01	542	< .001	.52
Bracken Fall Self-/Social Scaled	540	8.70	3.08					
Bracken Spring Self-/Social Scaled	540	10.25	2.84	1.55	12.37	539	< .001	.53
Bracken Fall Quantitative Scaled	536	8.33	2.82					
Bracken Spring Quantitative Scaled	536	9.88	3.05	1.55	12.55	535	< .001	.54
MEFS Fall Standard Score	546	94.19	9.42					
MEFS Spring Standard Score	546	95.88	10.88	1.69	3.54	545	< .001	.15

Table 4. Child Assessments Descriptive Statistics

Table 5. Correlations among Child Assessments

	1	2	3	4	5	6	7
1. Bracken Fall SRC Scaled	1						
2. Bracken Fall Self-/Social Scaled	.596**	1					
3. Bracken Fall Quantitative Scaled	.625**	.655**	1				
4. MEFS Fall Standard	.399**	.380**	.436**	1			
5. Bracken Spring SRC Scaled	.605**	.413**	.473**	.395**	1		
6. Bracken Spring Self-/Social Scaled	.421**	.520**	.504**	.389**	.696**	1	
7. Bracken Spring Quantitative Scaled	.425**	.452**	.529**	.391**	.706**	.724**	1
8. MEFS Spring Standard	.457**	.420**	.431**	.404**	.435**	.416**	.439**
** <i>p</i> < .01.							



Figure 1. Fall to Spring Gains in Bracken School Readiness Skills

Figure 2. Fall to Spring Gains in MEFS Executive Function Skills



Child-Level Primary Analyses

Are demographic variables (gender, age, race/ethnicity, family income, parental education) and attendance rates associated with children's spring school readiness skills, controlling for fall skills?

Table 6 includes a summary of all significant associations between demographic variables and attendance rates and children's spring school readiness skills. For all child assessments, how children scored in the fall predicted how they scored in the spring. Girls had higher spring school readiness skills in quantitative and executive function skills, and white children had higher executive function skills. Family income was associated with children's executive function skills.

Attendance rates were calculated as the number of days children attended divided by the scheduled days the child was enrolled from August to April. The average attendance rate for all consented children for whom we had attendance records (n = 584) was 90% (SD = 8.39%; Min = 41%; Max = 100%). Children who had a higher attendance rate from August to April had higher spring quantitative skills. Attendance associations were also examined just for children who had 7 or more months of attendance records, and the findings remained unchanged. Please see the Appendix for a full table of all unstandardized estimates, standard errors, and p values.

	Bracken SRC Composite	Bracken Self-/Social Skills	Bracken Quantitative Skills	MEFS
Fall Scores	YES +	YES +	YES +	YES +
Gender ^a			YES -	YES -
Race/Ethnicity ^b				YES -
Age	YES -	YES -		
Family Income				YES +
Parental Education				
Attendance Rate			YES +	

Table 6. Associations between Child Demographics and Attendance and School Readiness Skills

^aNegative sign indicates less favorable outcomes for boys.

^bNegative sign indicates less favorable outcomes for African-American children.

Note: All predictors (plus two dummy codes for program type) were entered into a single model for each outcome. Sample sizes for each analysis vary depending on outcome. Signs (+ and -) indicate the direction of the association. Blue boxes indicate p < .05. Green boxes indicate p < .10.

Do children whose parents enrolled in the STAR attendance program have higher spring school readiness skills compared to eligible families who did not enroll?

A subset of children within the consented sample were eligible to participate in the STAR Attendance program (N = 443). STAR attendance was an attendance incentive program introduced to Preschool Promise families living within the city of Dayton in which parents received monetary incentives when their child reached 90% attendance or above in a given month. Parents received a reloadable gift card upon enrollment in the program, and for every month they hit the attendance criteria, they received \$25 on their gift card. At the end of the year, parents received \$100 if their child's attendance rate was 93% or better and they were enrolled in a Preschool Promise site for at least 6 months (see <u>https://www.preschoolpromise.org/starattendance</u> for more details). There were 304 families that signed up for STAR Attendance program in the consented sample and 139 families that did not sign up.

Children whose parents enrolled in the STAR attendance program had significantly higher spring Bracken school readiness composite scores (b = .74, SE = .29, p = .011, d = .22) and self-/social awareness skills (b = .67, SE = .30, p = .029, d = .22) compared to children whose parents did not enroll but who were eligible to enroll (see Figure 3). There were no significant differences in children's spring quantitative scores (b = .16, SE = .31, p = .616, d = .05) or MEFS executive function scores (b = -1.64, SE = 1.32, p =.216, d = .16) by enrollment in STAR attendance. All predictors were entered into a single model for each child outcome of interest. Predictors included fall child assessment scores, age, gender, race/ethnicity, family income, parental education, program type, and STAR attendance participation. Figures 3 and 4 depict the marginal means for each outcome by STAR attendance enrollment status. Marginal means were derived from the analytic models controlling for covariates. Significant differences are marked by a blue box.



Bracken Social

Bracken Quantitative

Figure 3. Spring Bracken Skills by STAR Attendance Participation

Figure 4. Spring Executive Function Skills by STAR Attendance Participation

Bracken SRC



Classroom-Level Analyses

Do classrooms with higher fall CLASSTM scores have children who have higher spring school readiness skills, controlling for fall skills?

All classrooms in Dayton Preschool Promise are observed by a trained CLASS[™] (Pianta, La Paro, & Hamre, 2008) assessor to measure classroom quality in both the fall and the spring. The CLASS[™] is a classroom observation protocol in which observers rate classroom quality in three primary domains: Emotional Support, Classroom Organization, and Instructional Support. Fall and spring CLASS[™] scores for classrooms with at least one child in the consented sample are presented in Table 7. The CLASS[™] scores for classrooms that were part of our consented sample were generally consistent with national data and other preschool evaluation scores. There were no significant associations between CLASS[™] scores and children's spring school readiness skills (see Appendix for all estimates).

	М	SD
Fall CLASS ES	5.92	0.65
Fall CLASS CO	5.34	0.86
Fall CLASS IS	3.00	1.05
Spring CLASS ES	6.05	0.63
Spring CLASS CO	5.60	0.75
Spring CLASS IS	3.00	1.15

Table 7. Average CLASS Scores

Do children in classrooms in which teachers implement Conscious Discipline with higher fidelity have higher spring school readiness skills, controlling for fall skills?

Conscious Discipline (Bailey, 2015) is a socio-emotional program designed to improve positive emotional climate in early childhood classrooms (https://consciousdiscipline.com/). Many classrooms involved in Preschool Promise were implementing Conscious Discipline, including some teachers who were implementing it with the guidance of a trained Conscious Discipline coach. In the fall, a Conscious Discipline coach visited classrooms implementing Conscious Discipline and conducted a fidelity checklist developed by Conscious Discipline. This checklist measures the implementation of a number of activities, and all items are rated on a 1 - 4 scale.

There were 45 classrooms implementing Conscious Discipline (CD) with a fidelity check and at least 1 child in the consented sample. Of those classrooms, 22 (48.9%) were community providers, 7 (15.6%) were Head Start classrooms, and 16 (35.6%) were public pre-k. Mean fall average CD fidelity scores were 2.06 (SD = .64). Most of the classroom CD fidelity scores were significantly related to CLASS scores (see Table 8), though the correlations were not especially high, suggesting that the CD fidelity scores were capturing something unique from CLASS scores.

Children in classrooms with higher fidelity to Conscious Discipline had higher spring executive functioning skills, controlling for fall skills and covariates (age, gender, race/ethnicity, parent education, family income, attendance rates, program type). This effect held even when accounting for the overall quality of the classroom (see Table 9).

	1	2	3	4	5	6	7	8
1. CD Fidelity	1							
2. Fall CLASS ES	.394**	1						
3. Fall CLASS CO	.446**	.863**	1					
4. Fall CLASS IS	.315 [*]	.629**	.564**	1				
5. Fall CLASS Average	.422**	.917**	.889**	.856**	1			
6. Spring CLASS ES	.384*	.615**	.634**	.416**	.612**	1		
7. Spring CLASS CO	.470**	.525**	.622**	.395**	.568**	.836**	1	
8. Spring CLASS IS	.382*	.540**	.577**	.626**	.662**	.787**	.693**	1
9. Spring CLASS Average	.441**	.608**	.661**	.540**	.674**	.942**	.895**	.921**
* <i>p</i> < .05. ** <i>p</i> < .01.								

Table 8. Correlations between CD Fidelity and Fall CLASS Scores

Table 9. Associations between Conscious Discipline Fidelity and Children's Spring School Readiness Skills

	Bracken SRC							
	b	В	SE	p				
CD Fidelity	0.33	0.07	0.47	0.485				
CD Fidelity (controlling for CLASS)	0.70	0.16	0.50	0.165				
		Bracker	n Self-/Soci	al				
	b	В	SE	p				
CD Fidelity	0.73	0.18	0.47	0.125				
CD Fidelity (controlling for CLASS)	1.01	0.25	0.50	0.051				
		Bracken Quantitative						
		Bracken	Quantitati	ve				
	b	Bracken B	Quantitati SE	ve p				
CD Fidelity	<i>b</i> 0.25	Bracken B 0.18	Quantitati SE 0.45	ve <i>p</i> 0.576				
CD Fidelity CD Fidelity (controlling for CLASS)	<i>b</i> 0.25 0.48	Bracken B 0.18 0.35	Quantitati <i>SE</i> 0.45 0.49	ve				
CD Fidelity CD Fidelity (controlling for CLASS)	<i>b</i> 0.25 0.48	Bracken B 0.18 0.35 VIEFS Exe	Quantitati SE 0.45 0.49 cutive Fund	ve p 0.576 0.329 ction				
CD Fidelity CD Fidelity (controlling for CLASS)	b 0.25 0.48 b	Bracken <i>B</i> 0.18 0.35 MEFS Exe <i>B</i>	Quantitati SE 0.45 0.49 cutive Fund SE	ve p 0.576 0.329 tion p				
CD Fidelity CD Fidelity (controlling for CLASS) CD Fidelity	b 0.25 0.48 b 3.69	Bracken <i>B</i> 0.18 0.35 MEFS Exe <i>B</i> 0.23	Quantitati <i>SE</i> 0.45 0.49 cutive Func <i>SE</i> 1.12	ve p 0.576 0.329 ction p 0.002				

Do children in classrooms in which teachers participated in a professional learning community (PLC) have better school readiness skills compared to classrooms with teachers who did not participate?

Of the 100 classrooms for which there was at least one child consented, 26 had a teacher or an assistant teacher participate in a Professional Learning Community (PLC). Professional Learning Communities were offered to all teachers and teaching assistants in Preschool Promise classrooms, and each involved monthly meetings and extra coaching. Each PLC had a unique focus: Creative Curriculum, Socio-Emotional Learning, Business Practices, 21st Century Skills (CLASS focus), and the Culturally Responsive Teacher. Teachers received \$800 at the end of the year if they participated in all of the meetings. Sample sizes were very low for conducting any rigorous analyses of the effects of different PLCs on children's school readiness gains. It is also the first year in which PLCs were offered, and thus, it would not be reasonable to make any strong conclusions about their effectiveness in their first year of implementation. Simple t-tests were examined at the classroom level for classrooms that had a teacher participate in a PLC and classrooms that did not, and no significant differences were observed in spring child assessment outcomes.

Appendix

	Bracken SRC			Bracken Self-/Social			Bracke	en Quan	titative	MEFS Executive Function		
	b	SE	р	b	SE	p	b	SE	p	b	SE	p
Fall Scores	0.66	0.03	< .001	0.45	0.03	< .001	0.55	0.04	< .001	0.35	0.05	< .001
Gender ^a	-0.25	0.18	0.161	-0.12	0.19	0.535	-0.35	0.2	0.079	-2.35	0.87	0.007
Race/Ethnicity ^b	-0.43	0.27	0.118	0.23	0.29	0.435	0.004	0.29	0.989	-1.89	1.12	0.094
Age	-0.07	0.02	0.002	-0.05	0.03	0.04	0.01	0.03	0.62	0.1	0.11	0.363
Family Income	0.01	0.12	0.943	0.19	0.13	0.129	0.1	0.13	0.442	1.73	0.52	0.001
Parental Education	-0.08	0.18	0.648	0.21	0.19	0.256	0.1	0.19	0.613	0.39	0.79	0.623
Attendance Rate	1.79	1.3	0.168	1.28	1.38	0.352	3.21	1.41	0.023	3.33	6.02	0.581
^a Negative sign indicates less favorable outcomes for boys.												
^b Negative sign indicates less favorable outcomes for African-American children.												

Table A1. Associations between Demographics and Attendance and Each Child Outcome

Note: Program type was also included as two fixed-effects dummy codes in each model.

	Bracken SRC			Bracken Self-/Social			Bracken Quantitative			MEFS Executive Function		
	b	SE	р	b	SE	р	b	SE	р	b	SE	р
Fall ES	-0.26	0.25	0.304	-0.25	0.26	0.34	-0.06	0.26	0.812	0.60	0.78	0.444
Fall CO	-0.21	0.21	0.324	-0.25	0.22	0.256	-0.06	0.21	0.788	0.71	0.63	0.263
Fall IS	-0.29	0.15	0.058	-0.24	0.16	0.135	-0.14	0.16	0.384	0.29	0.48	0.55
Spring ES	-0.21	0.27	0.424	0.05	0.27	0.838	0.11	0.27	0.681	0.7	0.86	0.414
Spring CO	-0.14	0.22	0.535	0.15	0.22	0.498	0.21	0.23	0.355	0.53	0.73	0.469
Spring IS	-0.22	0.16	0.179	-0.14	0.16	0.385	-0.1	0.16	0.542	0.7	0.48	0.154
Note: Each CLASS domain was entered into a separate model for each child outcome. Covariates in all models included age, gender,												

Table A2. Associations between CLASS Domains and Each Child Outcome

Note: Each CLASS domain was entered into a separate model for each child outcome. Covariates in all models included age, race/ethnicity, family income, parent education, attendance rates, and program type.